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ABSTRACT

During the summer of 1971, the Administration of Atlanta Public Schools used Emergency School Assistance Program funds to utilize a summer camp as a living-working community which would be an integral part of a four-week fourth quarter, problem-solving course dealing with desegregation problems. The objective of this group was to serve as a model in clarifying problems incident to school desegregation which had been identified in the respective local school communities. Development of solutions and implementation of methods for attacking these problems in a constructive manner was needed. Attitudes, situations, and problems were examined while the pupils were learning leadership techniques to effect solutions to problems. Many of the pupils came into a close relationship with people of diverse cultural and socioeconomic backgrounds for the first time in their lives. In this situation they assisted one another in developing methods of solving the problems common to the school system, as well as the problems that addressed themselves only to a particular school. At the same time, the individual school group built a team to go back to its school and help train other people, as well as to implement solutions to the problems in its local school community. Not only did the camp environment provide an informal, pressure-free situation, it enhanced the opportunity for growth by mixing experiences and backgrounds of all those who participated in the program. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

Vol. VI, No. 27 Summer, 1972

CAMP SKYLAKE
FOURTH QUARTER DESEGREGATION COURSE
Summer 1971

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TABLE OF CONTENTS

	Page
"Where Is It That We Go?" (Willie Griffin)	
RATIONALE	1
MANAGEMENT AND CONTROL	4
Selection Criteria for Participants	
Pupils	9
Family	10
Staff	10
Organizational Structure	12
Curriculum	14
NEEDS OF THE PARTICIPANTS	15
GOALS OF THE PROGRAM	17
OBJECTIVES	19
PROCESS	20
EVALUATION	
Objective Measurement of Pupils' Progress	23
Watson-Glaser Test of Critical Thinking	24
California Test of Personality	30
Self-Concept Rating Scale	33
Black/White Attitude Scale	34
Subjective Evaluation	
Comments Made by Students Who Attended Camp Sky Lake	36
Statements from Teachers Who Accompanied Their Respective Classes to Camp Sky Lake	42
Comments from Parents Who Visited the Camp Over the Weekend	47
Observations and Reports	50
CONCLUSIONS	52
APPENDIX	
Objective Report on Camp Project (Margaret Hewitt)	A-1
Sample of Feedback Given to Students and Teachers Relative to a Survey Made of Problems Existing in Their School	A-9
Sample Schedule of Camp Activities	
Sample of One Day's Scheduling for One Group	A-11
Sample Schedule of Night Time Activities for Part of the Time at Camp Sky Lake	A-12
Sample Schedule for Parents on Weekend	A-13
Materials Used in Social Studies Discussion Groups	
Leadership Skills. Identification of Negative Leadership Types. Role Playing	A-14
"Nanook of the North"	A-15
"No Hiding Place"	A-16
"No Man Is An Island"	A-17
Forced Choice	A-18
Simulation Game. Generation Gap Game	A-19

Speech Made by David McIntosh at Camp Sky Lake
July 15, 1971. . . . . A-21

"The Things I ask of My School" (Willie Griffin) A-23

LIST OF TABLES

No.		Page
1	Variables Analyzed in Analysis of Variance	24
2	Analysis of Gain Scores on the "Deduction" Subtest of the Watson-Glaser Test of Critical Thinking	25
3	Description of Significant Interactions for Gain Scores on the "Deduction" Subtest of the Watson-Glaser Test	26
4	Analysis of Gain Scores on the "Interpretation" Subtest of the Watson-Glaser Test of Critical Thinking	26
5	Description of Significant Interactions for Gain Scores on the "Interpretation" Subtest of the Watson-Glaser Test	27
6	Analysis of Gain Scores on "Inference" Subtest of the Watson-Glaser Test of Critical Thinking	27
7	Description of Significant Interactions on the Gain Scores on "Inference" Subtest of the Watson-Glaser Test	28
8	Analysis of Gain Scores on the Watson-Glaser Test of Critical Thinking	29
9	Description of Significant Interactions for Gain Scores on the Watson-Glaser Test of Critical Thinking	29
10	Analysis of Gain Scores on the California Test of Personality	30
11	Analysis of Gain Scores of "Personal - Adjustment" Subtest of the California Test of Personality	31
12	Description of Significant Interactions for Gain Scores on the "Personal-Adjustment" Subtest of the California Test of Personality	31
13	Analysis of Gain Scores of "Social-Adjustment" Subtest of the California Test of Personality	32
14	Description of Significant Interactions for Gain Scores of "Social-Adjustment" Subtest of the California Test of Personality	32
15	Description of Significant Interactions for Gain Scores on the California Test of Personality	33
16	Analysis of Gain Scores on the Self-Concept Rating Scale	33
17	Description of Significant Interactions for Gain Scores on the Self-Concept Rating Scale	34
18	Analysis of Gain Scores on the Black/White Attitude Scale	35
19	Description of Significant Interactions for Gain Scores on the Black/White Attitude Scale	35

LIST OF CHARTS

Organizational Chart for Camp Portion of Desegregation Course 13

WHERE IS IT THAT WE GO?

Where is the place we seek to find;
To leave all our troubles and hurt behind?
Where can we hide, or where can we go;
To shed a tear so no one will know?

Where can we go to hide from our dreams;
Of that which is, and that which seems?
How can we escape loneliness' might,
And all the misty dreams that come through night?

Where is the place in which we hide;
Knowing nothing of the other and having no pride?
Does this place in which all of us seek;
Forbid the strong, yet welcomes the weak?

Where is the location of such a land;
That builds the boyhood, yet destroys the man?
Please tell me for I am curious to know;
Where it is that we go.

By: Willie Griffin, former student
from Murphy High School now
attending Ohio University

Fourth-Quarter Desegregation Course
Camp Sky Lake, Georgia

I. RATIONALE

In the school population of Atlanta Public Schools, there was a reluctance on the part of people of different races to communicate in an honest forthright manner with persons of another race. It had been previously discovered by observing the pupils at the weekend workshops, that apparently part of this reluctance was influenced by the pressures of existing static environments. The influence of communities upon parents and parents upon pupils promoted a lack of constructive dialogue on any level wherever those outside pressures were allowed to come to bear. During weekend workshops pupils who were participating in the Emergency School Assistant Program (ESAP) stated that they felt that correction factors lay in the unity of pupils -- black and white. They further believed that parents must become aware of what was happening. Racial "hassle" among teachers also needed to be diminished and gaps between blacks and whites needed to be minimized to achieve understanding, communication, and cooperation.

In the workshop sessions, parents had admitted to attitudes which had been communicated to children. They recognized that there was bigotry in both races. In some cases adults tended to reflect the kinds of attitudes that they felt would be socially acceptable to the community. At other times, adults feared hostility in integrated situations.

Teachers desired a climate where there could be honesty in regard to racial matters. Communication between pupils and teachers had been hampered many times because there was fear of losing face in some situations and of being labelled with terminologies such as "Tom" or "nigger-lover." Several types of discipline problems had been allowed to materialize because of "fear syndrome" in racial matters.

When people were in large groups they appeared to take on the character of the group rather than to react as they would if they were on a one-to-one basis. There were basic kinds of similarities with respect to problems identified by parents, pupils, teachers and administrators which they sometimes tended to overlook in reference to the schools and/or community.

It was theorized that these common interests provided a meeting ground for the establishment of workable teams which would soon find themselves so engrossed in attacking the larger problems incident to school desegregation and to community change, that items such as skin color, religion, or other ethnic differences would fade into insignificance. There were reasons to believe that individuals and groups that were not coping successfully with the problems which were incident to schools in the modern day could be brought to a position of performance in a more positive manner in an environment where they were relieved of outside duties and pressures.

Away from community and school pressures, in a sterile environment, it was hypothesized that release from pressures would be conducive to more forthright, honest, and constructive communication whereby pupils could become leaders in effecting solutions to the problems attributed to the integration processes. The total change from the telephone ringing, television blaring, and common work-a-day world would provide an environment which would be unstructured, open, and accessable. Individuals involved in this type of environment would find it easier to react openly with another across socioeconomic, racial and ethnic lines to begin the planning and operational phases of the kind of school and community environment which had to exist if there was to be functional communication and cooperation across ethnic lines.

This project proposed to create such an environment as an integral part of a course dealing with desegregation. It was hoped that the openness and communications that it would promote would transmit itself back to the individual schools and communities via parents, pupils, teachers, and administrators. The project would begin the creation of this more open unstructured environment where people would be accepted as individuals with individual needs, abilities and idiosyncrasies.

Early in 1971, it came to the attention of the Administration of Atlanta Public Schools that a summer camp which had previously been utilized as a private camp would be vacant during the summer of 1971. Thus the proposal was made to the U.S. Office of Education to rechannel some of ESAP funds in order to utilize Camp Sky Lake, located near Helen, Georgia, as a living-working community which would be an integral part of a four-week,

fourth quarter, problem-solving course dealing with desegregation problems. The objective of this group would be to serve as a model in clarifying problems incident to school desegregation which had been identified in the respective local school communities. Development of solutions and implementation of methods for attacking these problems in a constructive manner was needed. Attitudes, situations, and problems were to be examined while the pupils were learning leadership techniques to effect solutions to problems. Many of the pupils would be coming into a close relationship with people of diverse cultural and socioeconomic backgrounds for the first time in their lives. In this situation they could assist one another in developing methods of solving the problems common to the school system, as well as the problems that addressed themselves only to a particular school. At the same time, the individual school group would be building a team to go back to its school and to help train other people, as well as to implement solutions to the problems in its local school community.

Not only would a camp environment provide an informal, pressure-free situation, it would enhance the opportunity for growth by mixing experiences and backgrounds of all those who participated in the project. It was also hoped that by making many pupils, parents, and teachers both from the inner city and from the suburbs aware of the delicate inter-relationships of the animals, the trees, and the natural resources which are found on the earth, there would be carry-over into the local school community. The analogy was hoped to exemplify the harmony of nature while serving as a stimulus for community conservation, restoration, and cleanup projects.

II. MANAGEMENT AND CONTROL

As soon as the amendment was approved by the U.S. Office of Health, Education, and Welfare, to utilize Skylake Camp, the Coordinator of ESAP directed members of the ESAP team to carry out the logistical preparations such as ordering the necessary supplies for the camp operation, for the academic endeavors, and for leisure time activities; arranging for transportation; arranging for water tests through the health department; having utilities connected; and a multitude of other tasks, some of which were still in process when the first campers arrived. Help from the local community near the camp was employed to assist the caretaker in readying the camp.

The Coordinator of ESAP requested the principals of the high schools and middle schools to assist him by identifying who would be teaching the Fourth Quarter Desegregation Course in their respective schools. Thus, the teacher guiding the course was selected through the decentralized system in the individual schools. Both the principal and the teacher from each school were invited to attend a meeting to have questions answered and to receive information about the course, the medical forms for the pupils who would be participating in the course, and the brochures announcing the course.

Teachers identified by the principal in each middle and secondary school were charged with the responsibility of seeing that the course was made known to the pupils in their respective schools. Before a pupil was allowed to enroll in the course, he was required to present to the teacher a special permission slip signed by his parent or guardian. Arrangements were made for medical examinations for all pupils without cost to the pupil himself.

A brochure containing brief information was sent to the teachers for distribution to the pupils and their parents or guardians. Information included is explained on the following page.

A. What the ESAP program was.

B. What the ESAP desegregation course was.

C. What credit the pupil would receive.

D. Who was eligible for the course.

E. The types of activities offered in the course.

F. The location of the camp.

G. The staff which would be supervising the camp.

H. The medical facilities of the camp.

I. The general facilities of the camp.

J. The general regulations of the camp which were:

1. "Camp Community members will be expected to behave in a manner appropriate to their age group."

2. "Curfew hours and rules established by the camping community will be observed by all participants."

3. "Other than staff, no personal cars, motor bikes, etc. will be permitted at camp. Pupils will travel to and from camp by chartered transportation provided."

4. "No visitors (except the selected family group cleared in advance through the proper school representative) will be admitted to the camp."

5. "No firearms, alcohol, drugs or knives will be permitted. Prosecution could result from violation."

6. "Infraction of any of the above items could result in the return of the pupil to Atlanta with appropriate action taken by school authorities."

K. A checklist for pupils which included the following information:

1. "A brief physical examination is mandatory. There will be no charge. The time and place will be given to the pupil by the teacher. The camp health examination form must be completed by parents or guardians and returned to the teacher."

2. "It is recommended that typhoid and tetanus shots be taken, these are given without charge through the Fulton County Health Department."

3. "Polio boosters may be obtained through your private physician."

4. "Things to bring with you to camp.

   a. Sheets (2 double size or 4 single size sheets)

   b. Pillow cases -- 2

   c. Blanket -- 1

   d. Towels -- 4

   e. Personal toiletries (soap, toothpaste, toothbrush, insect repellent, shampoo, etc.)

   f. Swimming suit

   g. Pajamas

   h. Underwear

   i. Shoes (for play and for hiking)

   j. Socks (necessary for hiking

   k. Jeans and shorts, etc.

   l. Shirts

   m. Medium weight jacket or sweater

   n. Hat (for sun protection)

   o. Pencil and paper and any material requested by your teacher.

   p. Envelopes and stamps."

5. "All clothing articles must be marked with pupil's name. Only one laundry period is provided for at camp."

6. "Radios, cameras, jewelry, and hair dryers are brought at the owner's risk. No monies are encouraged to be brought. In no event should any pupil have more than $5 with him or her."

The Research Assistant randomly surveyed the pupil population in each of the twenty-six participating schools concerning what they felt were the major problems related to desegregation. This information was tallied, summarized, and typed, and copies of the results were distributed to teachers and participating pupils at the time their school was in the camp setting.

A professional core camp staff consisting of two camp co-managers, two social science instructors, two waterfront instructors, one art instructor, and one science instructor, and one nurse were interviewed and hired. This group consisted of four Black and five White staff members. In addition, twelve college age senior counselors were hired (three Black females, three White females, three Black males, and three White males). Eight junior counselors of high school age were hired (two Black females, two White females, two Black males, and two White males). The caretaker and the maid who serviced the camp in prior years were hired, and the cook and helpers from the previous year were retained. The son of the local sheriff who was already qualified in some respects of law enforcement was recruited as the night watchman.

A meeting was held with the camp co-managers, a consultant, the ESAP Coordinator, the ESAP team member serving as the curriculum consultant, and the Research Assistant to discuss what problems might be anticipated. A schedule for the camp portion of the modular course was also developed. A more specifically outlined procedure of the teaching plans was developed. Resource materials for the teachers were gathered.

Arrangements were made for health examinations for all pupils. For those schools in areas which were serviced by Public Health Centers, pupils from the schools were directed to the centers. For all other pupils, health examinations were given on two successive days at a local school in a central location. Boys who had had health examinations for athletics were allowed to present those records.

Printed materials relative to camping problems which might arise and suggested procedures on how to handle them were sent to all the counselors and other camp staff. A brief orientation to the camp and its grounds was held two days prior to the operation of the camp.

All of the above activities took place in the frenzied five weeks between the time approval for the program was received and the first session of pupils arrived at the camp. Some of the materials and supplies were still being received after pupils had arrived.

Selection Criteria for Participants

A. PUPILS

1. There was an attempt to enlist members of both races and both sexes from each individual school.
2. School groups were mixed in any particular session by race, socio-economic status, and type of schools.
3. An attempt was made to solicit participation of each member of the pupil bi-racial committee in the respective schools.
4. An effort was made to seek to encourage participation in each session of people with "highly divergent" views.
5. At any camping session, selection of participants was made to provide as much as possible a spread of socio-economic levels.
6. Participants were required to be at least in eighth grade in the fall of 1971.
7. Selection was made without prejudice of past academic performance or conduct marks (except in the case of extreme moral degeneracy).
8. No firearms, alcohol, drugs, or knives were permitted. Pupils were warned that prosecution could result from violation.
9. Pupils were to assume responsibility for themselves and their action to a degree greatly expected of their age group.
10. Twenty pupils from each school, half female and half male, would be the guideline for class size.

NOTE: Because of the physical facilities of the camp, it was necessary that the camp limitation of a 50-50 ratio between sexes be observed.

B. FAMILY (did not exclude an extended family group such as grandmother etc.).

1. Faculty members and their families and families of pupils in attendance at camp at any particular session were encouraged to visit the camp on the weekend that their pupil was there.

2. No more than one-half of the total family group was to be faculty members and their family.

3. All family groups were required to travel by the means provided and size of the group was limited by available space.

4. Bi-racial and socio-economic composition of these weekends were encouraged to the fullest extent.

5. All adults were asked to participate in certain interaction sessions with their pupil. These sessions were led by the staff during the weekend. The required attendance did not exceed 4 hours. All activities were educational in nature.

6. Adults of a family group, by their participation, were to assume responsibility for the conduct and safety of all members of their family group in attendance.

7. No alcohol, drugs, firearms, or knives were permitted. Families were warned that prosecution could result from violation.

C. STAFF

1. All teaching staff were certified teachers.

2. The nurse was registered.

3. All senior counselors were either in college or would be in college in the fall of 1971.

4. All junior counselors were selected from high school pupils in the Atlanta Public Schools. Most of them had been involved in ESAP activities in their respective schools.

5. All of the above staff were interviewed, and selections were made on the basis of their qualifications, the initial impression their personality made, their expressed empathy with the goals of the program, the talents they could contribute, their previous camping experience, and how they maintained the ethnic balance of a 50 per cent Black and 50 per cent White staff.

6. The cook, kitchen helpers, caretaker and maid were interviewed and hired on the basis of both helping to maintain the racial balance and their previous experience and knowledge of the camp.

7. The night watchman was hired on the basis of his qualifications and familiarity with the community and previous experience.

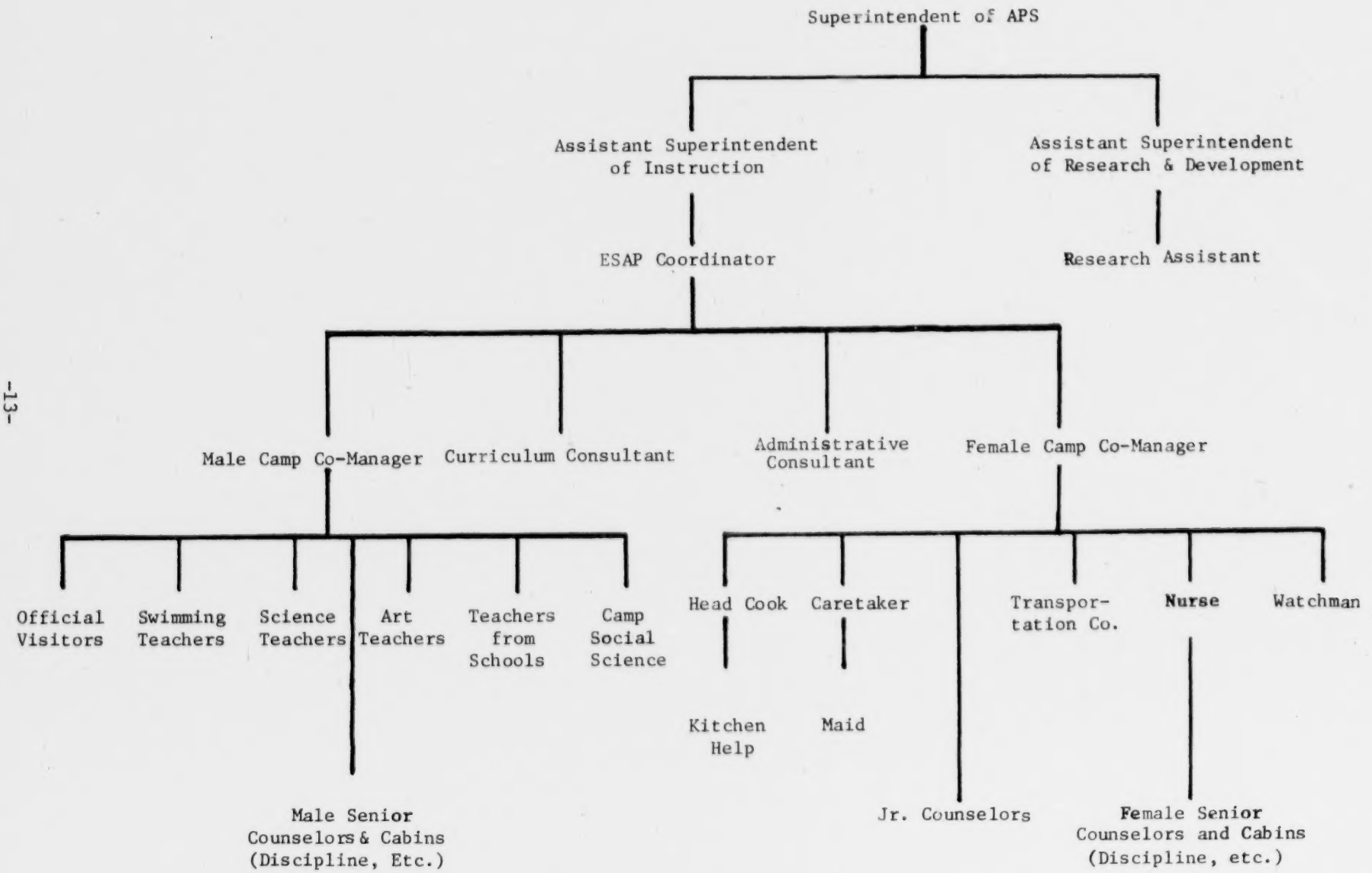
Organizational Structure

The organizational structure for implementing the Fourth Quarter Desegregation Course, Summer 1971, varied from the ordinary Atlanta Public School (APS) organizational structure only in the camp portion of the program. The election to offer the course in each respective school was at the principal's discretion as is the policy of A.P.S.. Out of twenty-nine high schools and middle schools only three schools did not participate. The principals, consulting with their department heads and/or the coordinators of various discipline fields, selected the teacher from their respective school who would be leading the course there. The course was announced in the school by the teacher and/or the principal. Selection of pupils was done in each school following the criteria for pupil participants which had been distributed by the ESAP Coordinator.

Teachers listed the pupils and their identification numbers and sent the list along with the parental or guardian permission slip to the ESAP team member who had been appointed to be the administrative consultant to the camp staff. Arrangements for buses were made by the administrative consultant. ESAP team members met the buses at the schools at the designated time and coordinated the loading of the buses. At the same time, they obtained the signature of every person boarding the bus. Teachers accompanying their class were required to carry along the medical examination records to give to the nurse at the camp. Since loading time was in the early morning, and arrival time at the camp was usually about an hour or so before lunch, the administrative consultant called ahead to the camp co-manager to alert them of the number expected and to relay or check on any additional information or problems.

Figure 1 shows the organizational structure. Two ESAP team members, i.e. the curriculum consultant and the administrative consultant, acted as resource personnel when the camp operations began. Also, the Research Assistant acted as resource personnel by providing consultant feedback information to the appropriate ESAP staff personnel. No feedback was offered to the CAMP staff unless it was requested by the CAMP staff.

ORGANIZATIONAL CHART FOR CAMP PORTION OF DESEGREGATION COURSE



Curriculum

Each CAMP staff teacher was responsible for carrying out the teaching of his/her particular discipline. Cooperative efforts to interweave the discipline was left up to these instructors. Although, these instructors were serving a line function under one of the CAMP co-managers, they were left free to carry out their activities without any direction from him. However, he did coordinate the overall scheduling of the various activities.

The female CAMP co-manager oversaw all the ordering of supplies which were necessary after camp operations began. She acknowledged the receipt of items on all bills and passed them on for approval for payment to the ESAP coordinator.

The ESAP Coordinator also functioned as a resource person to the CAMP co-managers. After making it clear in a meeting with all camp staff that the CAMP CO-MANAGERS had the total responsibility for all camp operations, he responded only upon a request from the CAMP CO-MANAGERS.

III. NEEDS OF PARTICIPANTS

The needs of the pupil participants were based on the verbal feedback which had been gathered from time to time as ESAP team members had visited schools and investigated different situations and problems which were attributed to the desegregation processes. Some of the needs identified were:

A. To allow pupils to express their viewpoints, opinions, and beliefs without correction or fear of recrimination.

B. To provide the opportunity for pupils to become acquainted with people who held views which were in opposition to their own.

C. To develop respect for other people.

D. To allow pupils opportunity to get to know and to communicate with people who differed in ethnic and socio-economic background.

E. To provide opportunity for pupils and parents to bridge the generation gap by learning to "communicate" in a constructive manner.

F. To improve in interactions involving human relationships.

G. To develop responsibility and respect for other people.

H. To develop responsibility for one's own actions.

I. To develop leadership skills.

J. To acquire insight on how to solve problems through the development of problem-solving techniques.

K. To learn to listen to and to analyze what others say.

L. To learn to withhold judgment until all of the facts are gathered.

M. To be willing to concede a personal point of view in the face of logic.

N. To realize that people's needs, wants, and functions are basically the same whatever their race or ethnic origin.

O. To realize the interdependency of people and of groups of people.

P. To be able to accept responsibility and/or blame for decisions in which he has participated.

Q. To become increasingly aware of all of one's senses.

R. To acquire a systematic approach to decision-making.

IV. GOALS OF THE PROGRAM

Based on the stated needs of the pupil participants, the following goals were set forth to serve as a guide in the fulfillment of these needs. These goals included:

A. To provide instructional opportunities in which the pupils' participation will result in their becoming "thinking," "educated," self-directing, mature, self-respecting, and independent individuals.

B. To develop ability in pupils to identify problems, to think critically about alternatives, to act constructively toward their solution, and to assume responsibility for choices.

C. To help the pupil develop respect for human worth and dignity of people of all races, and for the efforts and abilities of each person without regard to his race.

D. To aid the pupil in developing understanding of the individual's rights, privileges, and responsibilities in a democratic society.

E. To encourage the development of human personal value systems to individuals which will allow for receptivity to change.

F. To also involve parents in the above-mentioned goal and to establish closer communication between pupils and parents in order to enhance the climate for change in attitude of the whole family group with regard to interaction among the various facets of a school community.

G. To make it possible for pupils to strengthen their learning experiences in a climate conducive to creative expression, divergent and convergent thinking, and an appreciation for the aesthetic.

H. To provide opportunity for immediate reinforcement of the learning processes through various activities involving social interaction of all people.

I. To develop an appreciation and responsibility for the natural and physical environment in everyday life.

J. To develop an appreciation and responsibility for sound physical and emotional health and an understanding of why and how they can be achieved and maintained.

K. To include school faculty and parent groups in the above mentioned goals in order to develop a model of interacting communication in a school community.

V. OBJECTIVES

The following objectives served as guides for the activities of the program and as the basis for evaluating the performance of the pupils:

A. Participants will exhibit a greater degree of tolerance and understanding towards those of another race or ethnic group by more frequent voluntary participation in social gatherings such as rap sessions, parties, and other gatherings.

B. Participants will demonstrate ability to be more open in their attitudes by more voluntary participation.

C. Participants will demonstrate respect for others by allowing others to express their views and opinions without interruption.

D. Participants will be able to abstract from their home situations problems and needs over which they have control as opposed to those which are beyond their control, i.e. areas stated by laws.

E. Participants will be able to exhibit a more positive attitude by willingness to negotiate points of dissension more frequently following the camp experiences than before.

F. Participants will be able to demonstrate the ability of self control by a lack of infraction of the rules established by the community.

G. Participants will exhibit a positive attitude towards respect for property by a decrease in marking on walls, throwing paper on the ground, and not disturbing others during periods of quiet.

VI. PROCESS

The Fourth Quarter Desegregation Course was offered in the twenty-six participating schools at staggered intervals throughout the summer in order to accomodate the pupils in a cohesive course which incorporated the camp experiences. Essentially the class spent two days in the school prior to going to camp. Testing, last minute camp preparations, and class discussions on the influence of attitude were scheduled during this time.

Upon arrival at camp, the ten-day program revolved around the social studies discipline with role playing, simulation games, group discussions of school and race problems, exploration of problem-solving techniques, group analysis of situations presented in selected films, and group meetings with consultants as the major content items. Art and science disciplines were used to interface and enchance the carrying out of the goals of the program.

The science program was directed toward the goals of guiding students in achieving an understanding of nature and its component parts, in developing an appreciation of the different elements of nature and in exercising their energies in the conservation of nature. Hikes, ecology projects, identification of the elements of nature, practical exercises in learning to live with nature by camping outdoors or erecting a bridge across a stream without marring the beauty of the environment were incorporated into the program.

The multifaceted features of the art program were designed to serve as media for successful experiences, thus allowing the building of self-esteem in an individual who perhaps did not have the inclination towards success in other areas.

The art instructor, realizing the focal point of the entire program was directed mainly toward the social studies program, attempted to interweave the art program with the social studies discipline to create greater perceptual awareness, to reinforce team building, and to be a vehicle for better self-evaluation. The name game was played so that pupils could quickly become acquainted. Small chipboard squares, glue, plastic string, tempera paints and a bag of alphabetical macaroni characters were given out. Each pupil formed his name or nickname out of the characters, then glued them onto the chipboard, painted them if he desired, and strung the chipboard whereby it could be worn as a necklace.

Activities to increase the pupil's awareness of sound and touch, as well as group response were planned by interfacing the art, science, and social studies disciplines. Innovative activities included leading the pupils blindfolded through the woods to listen for and attempt to identify sounds, and while blindfolded, to hold objects of nature in their hands and identify them. Afterwards written descriptions, art sculptures, or art prints were made depicting the pupils' observations.

Another art vehicle the instructor used to enhance perception was gesture drawing. With gesture drawing the pupil must respond to something in eight seconds with a drawing which indicated what was happening, and not who or what it was.

Intergroup responsibilities were promoted within four art groups. These were drawing and painting, weaving, printmaking and sculpture. Within each of these groups, one pupil was the leader. The group leader both instructed the others and led the group in clean up activities. Thus, pupils became teachers and the regular teacher served merely as a guide.

Reinforcement of team building through the art department took place in the form of a "coup d'etat" in which a class worked secretly to form an organization to take over the camp. One of the social science teachers worked with the art classes as they characterized themselves with paint and costumes in a simulated takeover of society. The theme was "STUDENTS WORKING AGAINST PREJUDICE" (SWAP). The objective was to draw an analogy to the evils of prejudice which exist in a disguised fashion, to renounce these evils, and to work towards goals of recognizing all people as individuals without stereotyping them because of a particular background.

Swimming, indoor and outdoor group games, and a variety of outdoor physical education procedures rounded out the curirculum program during the period of time at the camp. Classes were generally unregimented and somewhat flexible as changes were made when necessary. Evening activities including social activities, competitive games and special workshops in art activities such as tie-dying, photography, ceramics and rigging bamboo fishing poles were also offered.

During the camp portion of the course, students and teachers met in their respective school groups and reviewed the feedback from the survey made in their school by the Division of Research and Development to identify problems which existed. Decisions were made as to what problems were felt to be most pertinent and what plan of action might be taken to attempt to solve the problem. At the time each school group returned to their school classroom, the pupils had some project planned to carry out during the remainder of the course.

After the school group returned to the classroom, it was visited by an ESAP team member who was to serve as a resource person for the group. The pupils, under the teacher's direction, were to complete the project they had proposed during the camp session.

VII. EVALUATION

Evaluation was accomplished by three procedures:

A. Objective measurements of pupils' progress.

B. Subjective comments made in an anonymous manner by all participants.

C. Observations of and reports made to the Research Assistant.

A. Objective Measurement of Pupils' Progress

The following tests were used to attempt to measure areas of problem-solving abilities, personal and social adjustment, attitudes toward members of the opposite ethnic group, and change in self-concept:

1. Watson-Glaser Test of Critical Thinking
2. California Test of Personality
3. Self-Concept Rating Scale
4. Black/White Attitude Scale

In analyzing the objective data, interactions of independent variables were examined for their influence on gain scores. Initially, the independent variables of the interaction were entered into a regression equation to adjust the gain scores for the effects of grade, race, sex, and session, and various interactions of the same. Analysis of variance was applied to the adjusted scores to determine significance. Individual F-ratios for each source of the interaction were reported to determine which element caused the significance. Also listed with its accompanying F-ratio is the difference of the adjusted mean gain scores of the two groups being compared. Elements of the interactions and their comparison groups are listed below in Table 1.

TABLE 1

VARIABLES ANALYZED IN ANALYSIS OF VARIANCE

	Comparison Groups	
Source	A	B
Grade	Upper Grades (11 & 12)	Lower Grades (8, 9, 10)
Race	Black	White
Sex	Male	Female
Sessions	Session I	Session V
	Session II	Session V
	Session III	Session V
	Session IV	Session V

Gain score differences were calculated by subtracting the adjusted mean gain of B from that of A, i.e. A minus B. Therefore, if the gain score difference is positive, comparison group A scored higher and if it was negative group B scored higher.

1. Watson-Glaser Test of Critical Thinking

Results of the analyses of variance showed some definitely significant differences. Three of the five subtests of the Watson-Glaser Test of Critical Thinking yielded F-ratios significant at the .05 or .01 level.

On the "Deduction" subtest, the "grade x race x sex" interaction resulted in a ratio of 3.16, significant at the .05 level (See Table 2). Examination of the individual F-ratios for grade, race and sex finds both grade and sex responsible for producing the significant interaction (See Table 3). The adjusted gain of the lower grades was 1.2 points higher than the adjusted gain of the upper grades and males scored 0.90 points higher than females when considering gain scores that have been adjusted for grade and race. Both were significant at the .01 level.

TABLE 2

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES ON THE "DEDUCTION" SUBTEST
OF THE WATSON-GLASER TEST OF CRITICAL THINKING

Source	DF	SS	MS	F
Grade x Race x Sex	3	142.70	47.57	3.16**
Session I x Session II x Session III x Session IV	(No significance beyond this step.)			
(Grade x Sex) x (Race x Sex) x (Grade x Race)				
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex)				
(SSR) Sub-total	3	142.70	47.57	3.16
(SSE) Error	270	4,063.71	15.05	
(SST) Total	273	4,206.41		

**Significant at the .05 level.

TABLE 3

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES ON THE "DEDUCTION" SUBTEST OF THE WATSON-GLASER TEST

Source	F (1,266)	Gain Score Differences
Grade	6.18*	-1.20
Race	0.22	0.31
Sex	3.55*	0.90

*Significant at the .01 level.

"Sex" was responsible for the significant interaction found in the analysis of the "Interpretation" subtest (See Table 4). The F-ratio of 11.57 was significant at the .01 level in the individual consideration of males and females with the adjusted gain of males 1.62 points higher than that of females. (See Table 5)

TABLE 4

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES ON THE "INTERPRETATION" SUBTEST OF THE WATSON-GLASER TEST OF CRITICAL THINKING

Source	DF	SS	MS	F
Grade x Race x Sex	3	219.22	73.07	4.96*
Session I x Session II x Session III x Session IV	(No significance beyond this step.)			
(Grade x Sex) x (Race x Sex) x (Grade x Race)				
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex)				
(SSR) Sub-total	3	219.22	73.07	4.96
(SSE) Error	266	3,914.94	14.72	
(SST) Total	269	4,134.17		

*Significant at the .01 level.

TABLE 5

ANALYSIS OF VARIANCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES ON THE "INTERPRETATION" SUBTEST OF THE WATSON-GLASER TEST

Source	F (1,266)	Gain Score Differences
Grade	1.93	-0.67
Race	1.57	0.84
Sex	11.57*	1.62

*Significant at the .01 level.

On the "Inference" subtest of the Watson-Glaser Test, sessions III and IV made significantly higher gains than session V (See Table 6). Differences of the adjusted mean gains between III and V, and IV and V were 1.34 and 1.90 respectively and were significant at the .05 and .01 levels (See Table 7).

TABLE 6

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES ON "INFERENCE" SUBTEST OF THE WATSON-GLASER TEST OF CRITICAL THINKING

Source	DF	SS	MS	F
Grade x Race x Sex	3	58.58	19.52	1.81
Session I x Session II x Session III x Session IV	4	108.04	27.01	2.50**
(Grade x Sex) x (Race x Ses) x (Grade x Race)	(No significance beyond this step.)			
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex)				
(SSR) Sub-total	7	166.61	23.80	2.20**
(SSE) Error	226	2,875.62	10.81	
(SST) Total	273	3,042.23		

**Significant at the .05 level.

TABLE 7

ANALYSIS OF VARIANCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS ON THE GAIN SCORES ON "INFERENCE" SUBTEST OF WATSON-GLASER TEST

Source	F (1,266)	Gain Score Differences
Session I	3.28	1.20
Session II	2.04	1.00
Session III	4.59**	1.34
Session IV	9.65	1.90
Grade	0.31	-0.23
Race	3.09	1.01
Sex	0.72	0.35

**Significant at the .05 level.

"Evaluation of Arguments" and "Recognition of Assumptions" subtests yield no significant difference between any of the groups. On the total gain on the Watson-Glaser Test, grade, race and sex were all significant determinants of gain scores. Adjusted gain score differences showed that lower grades gained 2.09 points more than upper grades, blacks gained 3.08 points more than whites and males gained 3.29 points more than females (See Tables 8 and 9).

TABLE 8

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES ON THE WATSON-GLASER TEST OF CRITICAL THINKING

Source	DF	SS	MS	F
Grade x Race x Sex	3	1,255.04	418.35	5.04*
Session I x Session II x Session III x Session IV	(No significance beyond this step.)			
(Grade x Sex) x (Race x Sex) x (Grade x Race)				
(Sessions x Grade) x (Sessions x Race) (Sessions x Sex)				
(SSR) Sub-total	3	1,255.04	418.35	5.04
(SSE) Error	264	21,920.40	83.03	
(SST) Total	267	23,175.44		

*Significant at the .01 level.

TABLE 9

ANALYSIS OF VARIANCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES ON THE WATSON-GLASER TEST OF CRITICAL THINKING

Source	F (1,266)	Gain Score Differences
Grade	3.30*	-2.09
Race	3.62*	3.08
Sex	8.33*	3.29

*Significant at the .01 level.

2. California Test of Personality

The California Test of Personality also showed statistical significance under analysis of variance. For both subtests and for the total instrument, session III made significantly less gain than session V. On the "Personal Adjustment" subtest a .05 significance level resulted from a difference of gains of -5.42, indicating that session III was lower (See Tables 11 and 12). The "Social Adjustment" subtest yielded significance at the .01 level with session III gaining 5.80 points less than session V (See Tables 13 and 14). On the entire test, session III averaged 11.29 points less than session V for a significance level of .01 (See Table 15).

TABLE 10

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES ON THE CALIFORNIA TEST OF PERSONALITY

Source	DF	SS	MS	F
Grade x Race x Sex	3	1,314.22	438.07	1.40
Session I x Session II x Session III x Session IV	4	7,102.68	1,775.67	5.67*
(Grade x Sex) x (Race x Sex) x (Grade x Race)	(No significance beyond this step.)			
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex)				
(SSR) Sub-total	7	8,416.90	1,202.41	3.84*
(SSE) Error	268	83,913.05	313.11	
(SST) Total	275	92,329.95		

*Significant at the .01 level.

TABLE 11

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES OF "PERSONAL-ADJUSTMENT" SUBTEST OF THE CALIFORNIA TEST OF PERSONALITY

Source	DF	SS	MS	F
Grade x Race x Sex	3	200.42	66.81	0.53
Session I x Session II x Session III x Session IV	4	2,452.97	613.24	4.83*
(Grade x Sex) x (Race x Sex) x (Grade x Race)	(No significance beyond this step.)			
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex)				
(SSR) Sub-total	7	2,653.39	379.06	2.98
(SSE) Error	272	34,558.09	127.05	
(SST) Total	279	37,211.48		

*Significant at the .01 level.

TABLE 12

ANALYSIS OF VARIANCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES ON THE "PERSONAL-ADJUSTMENT" SUBTEST OF THE CALIFORNIA TEST OF PERSONALITY

Source	F (1,272)	Gain Score Differences
Session I	0.66	1.80
Session II	1.02	2.23
Session III	6.11**	-5.42
Session IV	1.88	2.81
Grade	0.28	0.75
Race	1.45	-2.40
Sex	0.22	0.65

**Significant at the .05 level.

TABLE 13

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES OF "SOCIAL ADJUSTMENT" SUBTEST OF THE CALIFORNIA TEST OF PERSONALITY

Source	DF	SS	MS	F
Grade x Race x Sex	3	453.63	151.21	1.55
Session I x Session II x Session III x Session IV	4	1,379.59	344.90	3.54*
(Grade x Sex) x (Race x Sex) x (Grade x Race)	(No significance beyond this step.)			
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex				
(SSR) Sub-total	7	1,833.22	261.89	2.69
(SSE) Error	269	26,203.25	97.41	
(SST) Total	276	28,036.47		

*Significant at the .01 level.

TABLE 14

ANALYSIS OF VARIANCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES OF "SOCIAL-ADJUSTMENT" SUBTEST OF THE CALIFORNIA TEST OF PERSONALITY

Source	F (1,269)	Gain Score Differences
Session I	1.16	-2.10
Session II	0.00	0.08
Session III	9.08*	-5.80
Session IV	0.00	-0.02
Grade	0.80	1.12
Race	4.42	-3.67
Sex	0.02	0.17

*Significant at the .01 level.

TABLE 15

ANALYSIS OF VARIANCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES ON THE CALIFORNIA TEST OF PERSONALITY

Source	F (1,268)	Gain Score Differences
Session I	0.00	0.06
Session II	0.39	2.16
Session III	10.68*	-11.29
Session IV	0.78	2.85
Grade	0.92	2.15
Race	3.52	-5.88
Sex	0.30	1.21

*Significant at the .01 level.

3. Self-Concept Rating Scale

Session III was again responsible for the significant interaction on the Self-Concept Rating Scale. Significantly different from Session V at the .05 level, Session III gained 5.20 points less than Session V (See Tables 16 and 17).

TABLE 16
ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES ON THE SELF-CONCEPT RATING SCALE

Source	DF	SS	MS	F
Grade x Race x Sex	3	728.48	242.83	1.63
Session I x Session II x Session III x Session IV	4	1,906.15	476.54	3.20**
(Grade x Sex) x (Race x Sex) x (Grade x Race)	(No significance beyond this step.)			
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex)				
(SSR) Sub-total	7	2,634.63	376.38	2.53
(SSE) Error	273	40,622.39	148.80	
(SST) Total	280	43,257.02		

**Significant at the .05 level.

TABLE 17

ANALYSIS OF VARIANCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES ON THE SELF-CONCEPT RATING SCALE

Source	F (1,266)	Gain Score Differences
Session I	1.62	-3.04
Session II	0.12	0.90
Session III	5.36**	-5.20
Session IV	0.46	1.46
Grade	0.48	1.06
Race	0.11	-0.72
Sex	3.65	-2.85

**Significant at the .05 level.

4. Black/White Attitude Scale

Analysis of gain scores on the Black/White Attitude Scale showed that students of Sessions I and II made significantly lower gains than those of Session V (See Tables 18 and 19). Gain score differences of -1.56 and -2.12 were significant at the .05 and .01 levels for Session I and Session II respectively. Negative gains indicate that Session V scored higher gains.

TABLE 18

ANALYSIS OF VARIANCE

ANALYSIS OF GAIN SCORES ON THE BLACK/WHITE ATTITUDE SCALE

Source	DF	SS	MS	F
Grade x Race x Sex	3	38.02	12.67	0.94
Session I x Session II x Session III x Session IV	4	161.84	40.46	3.01**
(Grade x Sex) x (Race x Sex) x (Grade x Race)	(No significance beyond this step.)			
(Sessions x Grade) x (Sessions x Race) x (Sessions x Sex)				
(SSR) Sub-total	7	199.86	28.55	2.13*
(SSE) Error	280	3,758.79	13.42	
(SST) Total	287	3,958.65		

*Significant at the .01 level.
**Significant at the .05 level.

TABLE 19

ANALYSIS OF VARIENCE

DESCRIPTION OF SIGNIFICANT INTERACTIONS FOR GAIN SCORES ON THE BLACK/WHITE ATTITUDE SCALE

Source	F (1,280)	Gain Score Differences
Session I	4.48**	-1.56
Session II	8.48*	-2.12
Session III	0.13	-0.24
Session IV	2.23	-0.97
Grade	2.12	0.66
Race	0.20	0.29
Sex	0.42	-0.29

*Significant at the .01 level.
**Significant at the .05 level.

B. Subjective Evaluation

The following comments were collected anonymously in response to the question "What are the five most important things you learned at camp?"

STUDENT COMMENTS

RE: WHITES

". . . I learned how to associate with the whites . . ." ". . . A camp like this is a very good place for me and others like me to observe white people and see that they aren't bad and that they are trying to get along with us (blacks) . . ." ". . . I have learned that people at this camp now know that sleeping and eating with whites (of their own sex) is the same as if they were their own color . . ." ". . . The white girls who were in our cabin were nice . . ." ". . . I can get along with whites just like I can blacks . . ." ". . . Some blacks have the wrong idea about whites. . ." ". . . I learned to sleep in one room with them and get along . . ." ". . . I feel that if I were to stay here the rest of the summer or were to return next summer, I could really overcome my feelings towards the white race . . ." ". . . I found out that since I have been a part of ESAP that all whites aren't prejudice, that in reality most of them try to understand blacks as another ethnic group . . ." ". . . I have learned to live with the whites and not be afraid of sleeping in the same room . . ." most of all I learned how to communicate and be friends with a white . . ." ". . . as a black, I have become a little more acquiesent about whites. . . '

STUDENT COMMENTS

RE: BLACKS

". . . I have learned really how black people feel about many situations and that they also have problems the same as mine . . ." ". . . I've

learned to treat blacks as people and not downgrade them because of something someone of their race has done. . ." ". . . I've learned that not all black people hate whites and want to cause trouble. . ." ". . . I have learned to live with blacks without a feeling of difference between us. . ." ". . . one of the most important things I gained from this camp session is to be able to look at a black and see him as a person and not a 'nigger' that was presented to me as a child . . ." ". . . I learned to live in a predominantly black situation . . ." ". . . some whites have the wrong ideas about blacks . . ." ". . . that everyone is equal and I shouldn't cut them down because they're black . . ."

STUDENT COMMENTS

RE: RACE PROBLEMS

". . . the working and living together can make a great difference in the racial problem . . ." ". . . RAP was a good name for 'Revolt Against Prejudice' . . . " ". . . I have learned to take into consideration other people's rights when I am working to solve the desegregation problem . . ." ". . . I have learned some of the problems good leaders will have to face not only in desegregation but in everything . . ." ". . . I have also gathered from this session that living together in love and harmony is a much better way to live . . ." ". . . I've learned the importance of good race relations in order for survival . . ." ". . . to overcome prejudice you must have a wide spectrum of experiences with the conflicting race -- this I have gained here . . ." ". . . black and white people can live together in one community without violence and without fear . . ." "Although I am very prejudice and sometimes very satisfied with myself for being this way, I have realized that my feelings are unjust and that I am hating people for things I couldn't prevent. . ." ". . . I learned that it takes more intelligence to be factual and understanding than to be prejudice . . ." ". . . last but not least, I have learned the meaning of brotherhood and I have also learned how to have a mutual understanding between people of a different race or color . . ."

STUDENT COMMENTS

RE: PEOPLE

". . . I have learned that without other people and new friendships being formed there can be no world or meaningful existence . . ." ". . . I have gained from this camp friendships from the other race. I am a black person and they are the same as everybody else. . ." ". . . I have learned not to judge a person by their race but how the individual acts . . ." ". . . I learned to respect the ideas of others . . ." ". . . I learned to listen with an open mind and weigh the facts fairly . . ." ". . . I have gained the insight to be able to look at people beneath face value and to be able to interpret what they mean . . ."

". . . I learned to work with others more harmoniously . . ." ". . . I've learned that nobody is an island, we must communicate with each other . . ." ". . . I've learned how to live with people, to associate with them and to become open-minded about problems dealing with the two races . . ." ". . . I learned to give everyone a fair chance and give them a say-so in what is going to happen . . ." ". . . I have learned to judge people on what they are and not on what I'd like them to be . . ." ". . . I have learned to value others' opinion . . ." ". . . I learned how to work with people -- no matter what color and what size. . ." ". . . I've learned that there is no difference between blacks and whites -- most of us want the same thing -- respect! . . ." ". . . I learned more on rules of group activities -- one of them was to always have respect . . ." ". . . I gained to hear problems of other people and understand them. . ." ". . . I have become aware of the importance of considerate of others' feelings and emotions . . ." ". . . understanding people that I usually would think of as different from us. . ."

STUDENT COMMENTS

RE: SELF EXPRESSION

". . . one of the most important things I gained was a feeling of gaining

true confidence in yourself and people around you . . ." ". . . I gained a better understanding of myself (from rap with Dr. Pitts) . . ." ". . . I have developed a self awareness and an awareness of others in relation to myself . . ." ". . . I gained a better understanding of how to deal with my own petty prejudices . . ." ". . . I learned how to really express myself . . ." ". . . I have learned to feel free to express myself when I have something to say . . ." ". . . self-confidence . . ." ". . . I learned to be independent . . ." ". . . I have learned to better my powers of observation . . ." ". . . I learned to communicate with hands, eyes, and mouth . . ." ". . . I learned to express myself and not be afraid to speak out . . ." ". . . One of the most important things I learned was how to communicate and express myself better . . ." ". . . one of the most important things I gained was how to express myself more on very touchy issues . . ."

". . . Important to me was learning to disagree with a person in a heated discussion -- example, race relations . . ." ". . . I learned that I can talk with my counselors if I am willing to be open . . ." ". . . I have learned to be a little more independent -- yet still be inter-dependent . . ." ". . . I have learned more about myself . . ." ". . . I learned the way to look down in yourself and let it come out . . ." ". . . I have learned more about myself . . ." ". . . I've learned to be proud of myself as a black boy . . ." ". . . I have learned how to develop my anger and frustrations into practical action . . ." ". . . I learned what I am inside -- but not as much as I would like to know . . ." ". . . I gained the ability to think more and do more on my own . . ." ". . . I gained self-confidence in myself. . ." ". . . last, but still very important, I've learned to really express my true self and to be a person not to downgrade or talk about anyone because of their skin color . . ."

STUDENT COMMENTS

RE: MISCELLANEOUS

". . . The system isn't all bad . . ." ". . . I learned to appreciate

ideas . . ." ". . . I learned how to share . . ." ". . . I learned how to plan before you start . . ." ". . . I had never been in a boat until last Wednesday . . ." ". . . I've learned that discussing a problem with someone usually helps . . ." ". . . I learned to love what I have . . ." ". . . I learned that you can solve a problem together in groups if everyone is involved -- and without all the cursing and fighting . . ." ". . . I have learned how to keep an open mind . . ." ". . . I learned gigging and ate my first frog legs . . ." ". . . most meaningful to me was being a part of the program -- and being able to change some things so that they will benefit the next group . . ." ". . . one of the most meaningful activities to me was the rap session -- rap sessions are more important because people were face to face and could speak as they felt, and got to know people . . ." ". . . I learned to be considerate of others' feelings . . ." ". . . one of the most important things that I learned was to understand the other side of the picture even though you don't agree with it . . ." ". . . I learned how to talk better with others . . ."

". . . I've learned to be a part of a group and to share my ideas as well as listen to others . . ." ". . . being patient is also an important thing I've learned this session . . ." ". . . I have gained a lot more knowledge in the understanding of my world around and inside of me (the world is really not so hard on people) (sic) . . ." ". . . I have learned how to be respectful . . ." ". . . I have learned to be cooperative and on time for my classes . . ." ". . . I learned that by putting something into, you would get something out (sic) . . ." ". . . I learned the importance of group cooperation and a willingness to help . . ." ". . . problems can be solved by having a definite course of action . . ." ". . . learning to do the things that you didn't think you could do . . ."

". . . being taught the way we were taught here at Camp Sky Lake -- dealing with individuals and daily life -- holds as much or more knowledge than the best history book publish (sic) . . ." ". . . I gained the essence of being on time and loyal participation is a <u>must</u> for a good class or group meeting . . ." ". . . how hard it is to put ourselves in parents place . . ."

". . .how team work really counts in creating or sustaining of anything -- no matter what it is . . ." ". . . I learned what qualities it takes to become a good leader, and what to look for in a good leader . . ." ". . . one of the most important things I learned was to solve problems on my own . . ." ". . . the importance of our environment -- the fact that it is truly up to us to save it . . ."

". . . I've gained the thought that ESAP is a wonderful program, I would like to take part in this program again. . ."

Statements from Teachers Who Accompanied their
Respective Classes to Camp Sky Lake

"The orientation session was handled very well by the staff and counselors."

"General planning by the staff was excellent in providing activity and awareness groups. This was reflected by the very small number of problems which arose."

"This willingness of the counselors to adjust schedules and to share their enthusiasms and talents with the campers were commendable. They filled the "between role," i.e. between campers and instructors and between campers and teachers. This role at best was difficult but was performed with finesse, capability, and graciousness. The ease with which all the camp staff worked appeared to reflect hours of preparation."

"Regarding race relations, since this was the prime reason for the existence of the ESAP program I feel a short term evaluation can be made. First, there were no racial problems between campers, between counselors, or between teachers. The feeling of friendliness pervaded the camp. There seemed to be no distrust, no fear, no 'putting down'."

"One improvement which I feel can be made is a more definite science program with concrete goals to be achieved by working together. There was playing together in various games and physical endeavors, there was interaction in communicating for social studies, but working together is vital for true comradeship and understanding and it seemed that this area went to waste as far as science achievement was concerned. More emphasis could be had by initiating a drug study here to be carried further in the separate schools."

"The experiment in living must be considered an unqualified success."

From another teacher came this observation, "White and black extremists seem to create quite a few of our problems, particularly because of the parents. White students who had enrolled in the course

originally failed to continue. When they were scheduled to show up for the bus to go to camp, they failed to show. Also, they failed to call and make explanations."

"The 'tower building' exercise was an excellent exercise to get students to work together."

"The 'tower building' exercise was a very healthy and worthwhile activity. Students were forced to cope with failure and defeat."

"Our counselor has done an excellent job of achieving rapport with all of us. He keeps everyone informed. He keeps things moving and respects all of us. He's a winner."

"Parents don't seem to be getting enough attention."

"Informal groups which formed by chance seem to provide the most wholesome and rewarding interaction in the camp. This is true for me at least.. Much of my own hesitancy in expressing my feelings and views toward desegregation problems seemed to disappear in part. I still feel that we, as a community, are not as committed and open as I would like for us to be. This is more true of the adults than the students."

"Dr. Pitts sometimes talked over the students' heads -- but leveled enough shocking remarks that he caused them and me to think. It was too bad that there was not time enough to really challenge and discuss. The issues are not made clear enough in a short time. Students should be given the opportunity to really "rap" with people like Dr. Pitts."

"Regarding the consultant Dr. Pitts -- as one student said it 'he was a little bit of this and a little bit of that.' He had a good method of making one think."

"There were not enough activities for parent - student participation."

"Parents did not seem to have much to do."

"Parents commented on racial harmony among staff. One parent expressed doubt as to whether or not the same racial harmony could exist 'back home.'"

"Racial harmony among staff seemed to stimulate racial harmony among campers."

"The overnight camp out was a very worthwhile exercise. Students had to work together in order to function successfully. Students worked extremely hard during a driving rain -- this activity helped to establish a sense of 'esprit de corps' and comradeship among the students.

"Regarding the films "Black and White Uptight" and "I'm a Man" -- the students reactions to both of these movies were favorable. They realize the power of words as far as racial epithets and slurs are concerned. Some students expressed the fact that their camp experience had changed their attitudes and feelings towards the other race (black or white)."

"Although the timing of the 'coup d'ētat' may have been off, what the students were saying and trying to do deserve a great deal of praise. The speech presented by the student stated many of the issues and problems of racism."

"Related to the talent show and other activities, I felt like some of the Negro students had difficulty in sharing their feelings and ideas as they were experiencing them -- like they were ashamed 'to be.' This is true for many of us; it is just more poignant among Negro youth because of the injustices to which they have been subjected. This type of activity seems to bring it out."

"A boy just threw a rock onto the cabin roof, no doubt making a hole in the roof. In a discussion, a black girl told about some other black girls who had beaten up a white girl in the school. The white girl did not report the incident because she was too scared. In these two incidents there is an excellent discussion of hate and aggression as it relates to prejudice and frustration. Some provision needs to be made for using things like this in the school classroom as a basis for unlearning and relearning without punishment being used. Maybe observers need to note this sort of thing, and teachers might use this sort of thing on a continuing basis with small groups meeting daily to deal with the situation.

"The leadership course conducted by a senior counselor was very good."

"Regarding a staff table in the cafeteria for eating -- the members of the staff seem so aloof by dining at their own respective table. It appeared that they were a part of the power structure."

"The religious service on Sunday morning was not really a religious service. It was more a sing-a-long. However, it was enjoyable."

"The social science classes in which they had 'role playing' were 'super good.' Members acted out their roles in a realistic manner. Students noted that oftentimes the school administration had problems in dealing with problem students that they were totally unaware."

"Students at the school group meetings displayed methods for solving problems at individual schools. The students at our school noted that there had been much progress towards racial harmony and that progress is still being made!!"

"Students really enjoyed exposing the problems of their respective schools to other students. Students found out that they didn't have it so bad after all."

"White and black students are beginning to interact with one another."

"Students are developing deeper friendships (black - white) no problems (racial) have been noticed as of yet."

"It was fun to talk about prejudice in the small group discussions after the showing of films. Both teachers and students learned a lot from this."

"I believe the students were more free to express themselves in this type of environment. Ideas come to them easier. Is it possible that the four walls of a classroom inhibit the mental activities of the students?"

"The science part of the Camp Sky Lake program was excellent but there was not enough of it."

"Students in my cabin really didn't want to leave camp. The friendships made were very close."

"The students feel that the fundamental cause of the problems at our school has been the lack of communication among the student body, faculty, and administration. I hope the administration will be receptive to some solutions proposed by the students."

"ESAP Camp Sky Lake 1971 Desegregation Course -- a thoroughly healthy, worthwhile, and educational experience."

"This program seems to have been accepted very well by all involved. This type of program (camp portion) would really be great if it could be continued all twelve (12) months of the year. Please strive to include more teachers and parents of both races."

"In my opinion, the entire ESAP program this summer has been a most productive and rewarding experience. I was happy to have shared the past ten days with such a wonderful group of students, teachers, counselors and staff."

Comments from Parents
Who Visited the Camp Over the Weekend

During the first session, the rap session with parents centered around the conflicts which had become crises situations. Some of the white students had been in tears. Both black parents and white parents were distressed about this situation. Parents were united in their concern over the conflicts, and offered the following suggestions, some of which coincided with the perceptions and suggestions made by the staff the night before.

1. Before the introduction of controversial items in the social science classes, students should be well grounded in the courtesies of interpersonal relationships.
2. Care should be made in orienting the discussion of controversial matters in the tense of the third person, rather than allowing discussions to become personal and "fingerpointing."
3. Students should have chairs to sit in while watching the films, rather than lounging casually on the floor.
4. Students should be allowed to be informal, but physical contact between the different sexes across racial lines should be discouraged.

If these corrections were made, parents expressed the feeling that good would come out of the program and students would benefit from the associations they had made.

The above suggestions were put in the form of action items immediately by the staff. In subsequent sessions typical comments from the visiting parents were like those which are stated below:

"This program gives the students a chance to be away from 'mama.'"

"It is good that students have to assume responsibility, to make decisions, and to accept the consequences of their decisions."

"Girls should have a hygiene program. Such issues as weight, diet, and self improvement should be incorporated. Also, under a doctor's supervision a discussion of sex should be included."

"I like especially the meal arrangement of serving family style. It is good for the students to learn table manners."

"I am glad my child is learning swimming. I think strong discipline is good."

"There shouldn't be music in the cabins. Everyone should be made to go to bed at a certain time and everything should be quiet."

"We appreciate what the counselors and other staff are doing to help our children."

"I see improvement in my child already."

"My child was never this orderly at home!"

"Staff relationships are good."

"The overall harmony is good and this is important."

"It's too bad that there were not more white students. More of a balance between white and black students would be better."

"There should be special smoking privileges for parents."

"The staff is alert. They are right there to help."

"The dance could be improved. There should be more 'white' music."

"Students should not be allowed to dance so closely."

"Students are well-supervised without having watchdogs on them."

"Not allowing personal cars is good."

"The bus was the best way of bringing parents."

"I felt right at home."

"I was glad to have the opportunity to see all these good things being done."

"We were glad to see that the program was not a 'snow job,' but rather was an honest attempt to promote understanding and to try to solve problems."

"We really don't know whether this approach is going to work, but it's worth a try. The program here seems to be good."

C. Observations and Reports

The pre-camp days in the classroom were utilized as each teacher saw fit. In several cases, the intended plan of using these days as preparatory to the camp community experience were not carried through. As a result, adjustments for the lack of attitude preparation had to be made after the pupils' arrival at camp. Thus, the social studies teachers incorporated in their program discussions on attitude and how one's attitude affects others.

Provisions made for teachers going to the camp with their classes were inadequate. In some cases teachers eagerly participated in the camp activities and discussion. In other cases, teachers felt left out. Some seemed to consider it a vacation time for themselves, and acted accordingly.

The enthusiasm and interest of each of the five camp sessions varied from each other. Composition of the groups seemed to be a determinant factor. There seemed to be the need for a more uniform age group by not having middle schools involved in the camp experience at the same time as the secondary schools.

Following the return to their respective schools, some school groups were active in interacting with the other school groups with whom they had gone to camp. There were also individuals interacting across school and ethnic lines.

One school group interacted with the community by requesting and receiving permission to conduct a bi-racial church service on the subject of brotherhood in a formerly white church. Another school group set up a baby sitting program in order that parents could take a more active part in PTA. Another school group wrote and videotaped a play which was a satire on racial stereotypes. Other school groups formed "Hands Across Atlanta" and visited each others' schools. Some groups conducted assembly programs in their respective schools to spread the word of brotherhood.

The pupils enthusiasms were high upon their return to Atlanta. ESAP team members seemed to pick up these vibrations and their roles

tended to shift to implementation and participation rather than providing resource services. Various teachers reported changes made in individual students.

The ESAP office was deluged with calls from pupils wanting to go back to the camp. The following September pupil participants' enthusiasm aroused other pupils' enthusiasm and more inquiries were made regarding the possibility of another camp program. There was a general depression among all the pupils concerned when ESAP was not refunded.

VIII. CONCLUSIONS

Although the objective measurements did not show total change having been made, subjective evaluations revealed a successful course which could be attributed to the inclusion of the camp portion of the course. The hectic preparation plans for the course did not allow adequate planning time for post course follow through. The participation of team members which influenced student goals robbed students' initiatives. Yet, in spite of all the bare spots, the program was generally felt to be a successful venture. With corrections being made and a repeat performance, it was generally felt by all concerned that the course would be even more successful.

APPENDIX

OBJECTIVE REPORT ON CAMP PROJECT

This report is intended to be an objective observation of a special experimental program conceived and carried out by the Atlanta City Schools. It is in no way an indepth study or is it a complete critical analysis. It is the author's opinionated evaluation gleaned from the following sources:

Interviews and conversations with

James Fain - Atlanta Public Schools (APS)
Director of Curriculum

Eugene Bales - Atlanta Public Schools
Director of Emergency School Assistance Program (ESAP)

Kathleen Smith - Atlanta Public Schools
Research Assistant assigned to project Skylake

Lonnie Napier - Administrative Coordinator from ESAP Problem Solving Team

Viewing video tapes of actual student activities and sessions at Skylake.

Personal visit to Camp Skylake.

Meeting and talking with the campers, faculty representatives, Staff and Counselors.

by Margaret Hewitt
Graduate Student
Department of Education
Georgia State University

During the 1970-71 school year, it came to the attention of administrators in Atlanta Public Schools that a camp located near Helen, Georgia was available for leasing. Since the Emergency School Assistance Program (ESAP) had available funds, thought was put into investigating ways the camp might be utilized to assist the school system in easing some of the racial tension involved in integration. The idea of a fourth quarter desegregation course at Camp Sky Lake evolved and was submitted for approval and funding. ESAP was set up by the Federal government to allocate monies toward programs of this nature. In April of 1971 final authorization to go ahead was given.

Principals of APS were told that a 10 day camp program which would be incorporated into their schools' fourth quarter desegregation program would be available for all pupils 13 through 17. The purpose of this program was to study and understand race relationships. These principals were advised that funds would be available for transportation, food and lodging, and medical examinations. Subjects would be offered in Physical Education, Science and Social Studies with a total of 15 high school hours credit given to each pupil attending. Each school was assigned their specific 10 day period for attendance.

In this experiment there was no control factor on pupils attending the camp, other than suggestions to each principal that all pupils be given the opportunity to volunteer with special encouragement for those pupils that might be considered school problems. Each school represented would have in attendance one of its faculty members. The faculty representative from each school was chosen solely on who was interested and available for the specific time designated. All but three of the Atlanta City High Schools cooperated with this project.

I feel the age span of 13 through 17 was not advantageous for this type of experiment. A shorter span of 13 through 15 years or 15 through 17 years would have proved more successful.

There was some control on the selection of which schools would attend at what time. Five to seven schools were represented in each 10 day session and were chosen to give a more complete cross-section of socio-economic levels. At the conclusion of the 10 day camp period attendance was required for a 10 day follow up at one of the city schools. Any where from 70 to 100 pupils were in attendance per session.

Many of the pupils who originally signed up changed their minds before actual attendance. The majority of the "drop-out" group were white. Upon investigation by the staff it was learned that some of the excuses were legitimate and some were cover-ups for many other things such as parental disapproval and fear of the unknown. As a result the ratio of blacks to whites was around 70 to 30 and for some sessions 80 to 20. Even though the actual black to white ratio in Atlanta Schools is 70 to 30, for this type of experiment ideally a 50/50 situation would have been best. Since I felt that this low white ratio might be a detriment to the results of the experiment I looked for a possible counter-balance. I thought I might find this in the curriculum and methods of instruction. I found, upon investigation, that the total program was geared toward discussions of inter-racial problems within all subjects taught. The main theme did not seem to be white vs. black but rather "know yourself and then learn to know others". This was achieved by the pupils being guided into finding out what their values were, analyzing them and being willing to publicly affirm their choice. From this they learned to relate to one another and then together they started to face the problems in their school experiences. Outside resource people were brought in to add dimension to their discussions. The pupils themselves simulated different problem situations and from this they tried to find workable solutions or at least ways toward solutions. Because of this approach the ratio of black to white appeared <u>not</u> to be an important factor. The challenge to get along with each other was present regardless of ratios.

If there was a control factor in this experiment it was the Staff. This group included twelve senior counselors, eight junior counselors, six teachers, and two co-directors. This Staff remainded the same throughout the entire program and was handpicked along the following guidelines -- (1) ability (2) color (3) sex. The attitude of this Staff reflected an obvious pride in what was being accomplished at Camp Skylake. They all seemed to work together smoothly. They were congenial and cooperative. They all seemed tremendously dedicated to this work even to the point, I might add, of being a bit over-protective of this project.

In the beginning the community surrounding the camp had misgivings about the project. Community relations did improve as the project progressed into the summer. One of the key factors toward this improvement was the decision to purchase all the food supplies from the local merchants.

On the opening day of one of the 10 day sessions I watched the buses come into camp and unload their passengers. I really expected to sense some tension and perhaps fear among the campers, but they seemed very open and at ease and anxious to meet those from other schools. On the surface it looked like any group of campers just arriving for a week of fun and games. You only had to glance around though, and you could see evidence of the underlying purpose. Painted on the walls of the buildings were the symbols of this project -- a circle with a black figure on white and a white figure on black their hands touching at the diameter.

Upon arrival everyone met in the large activities hall of gym where each pupil was assigned his or her cabin and counselor. The girls' quarters were on the far side of the lake with only one entrance or exit -- a very narrow walking bridge. As one of the male counselors commented, "You could try swimming across, boys, but I wouldn't recommend it -- unless you really love snakes!" While the campers got settled in their cabins the counselors made sure everyone knew the rules. Strong emphasis was placed on <u>no</u> drugs, alcohol or sex!

After this everyone met back in the activities building for some general comments about their schedules for the next 10 days and introductions of all the Staff and faculty representatives.

Lunch was served at 1:30. As we waited in groups outside the Mess hall, I watched as the girls formed their groups and the boys likewise. I was amused as a young boy about 13 commented to his buddy, "I thought this was going to be a non-segregated camp!" Answer from buddy, "Well sure -- it is!" Same 13 year old, "Well they sure are segregating the boys from the girls!" A much older and wiser 17 year old standing near replied, "Man, that's life." If this was any indication of the tone to be set for the week, my only regret was that I would not have the opportunity to stay the entire 10 days.

The faculty advisors that accompanied the pupils presented a little different picture. They were not as relaxed and seemed overly concerned about weather, food and sleeping arrangements. The male teachers were asked to stay in the boys cabins while the female teachers were to stay across the lake on the girls side but have their own cabin. On the surface the male faculty seemed to have reasons for their complaint, but after further investigation I found the reasons for this arrangement.

Being an experiment many of the things tried out in the beginning were found to be faulty or detrimental to the objectives of the Camp. The Staff had regular follow-up sessions where they shared problems, discussed different phases of the operation and sometimes made needed changes. What is best for the pupil seemed to be their main theme. Through the feed-back at one of these sessions it was discovered that when the female teachers lived in with the girls the after hour discussions (which were an important part of the total program) were not as open and free as intended. At the same time the boys seemed to be able to discuss any subject openly and frankly regardless of what male adults were present. Since there was an extra cabin on the girls side this made the decision for the new sleeping arrangements for the faculty.

After lunch the campers were divided between swimming and touring the campsite. Later after supper their first sessions in the curriculum would begin.

The Division of Research and Development lead by the Acting Research Assistant did some excellent background studies on the participating schools, and from this they compiled lists of racial problems peculiar to each school. The pupils were given their particular list and they acted out each problem for the entire group. One student was usually chosen as the narrator and announced and explained each situation. The pupils found that many of the racial problems simulated were not limited to just the school portraying them but were common at all schools. Such things as white teachers favoring white pupils, black favoring black, name call, unequal participation in social and athletic events -- these things were familiar to all the young people. The follow-up to these dramatic enactments was a question and answer time along with pupil supervised discussions. Some interesting discoveries were made during these experiences. Several white boys honestly admitted they felt all black kids carried knives. Many black pupils had to admit the fear they felt upon entering the white schools. They believed that white kids had been given guns and other weapons to hide in their lockers -- just waiting for the right time to use them.

Many of the pupils at the end of the Camp session found that their prejudice toward another race was mostly based on false fears, adult influence and basically never really getting to know the other person or perhaps more to the point, never being provided the climate where they had the opportunity to get to know each other.

At one of the Staff "feed-back" sessions a counselor commented that at the beginning of the summer he was conscious of black vs. white, but after being involved with the program and his constant

association with all the boys in his cabin -- color seemed to disappear, much to his surprise. Everyone looked alike. One of the teachers present asked what he meant by "looked alike". He replied "You know -- Everyone looks like kids."

As I mentioned earlier, the main objective of this experiment is the hope that the attitudes and understanding gained at Skylake be continued on outside the Camp and be carried over into the actual school situation in the Fall. These questions could be asked. Will the pupils take what they have learned and use it to lead others to a better understanding of races? Will they be able to keep the self-confidence gained through Camp experiences and use it when talking with their parents, faculty and principal? Will they not only be able to affirm their choices but act upon them? Their Skylake experiences encouraged them to stand up for change where change was needed but most important to understand the need to initiate this change through the school and not against it. The answers to these questions and the actual success of this experiment might better be measured at the end of the next school year, although some results are already in evidence.

When the campers return from Skylake they must finish out 10 more days of class activities at some school. These sessions center around camp experiences, identification of problems and the evaluation of them. During this time some of these groups have reorganized and plan even larger membership once school starts. They all seem to be of one mind -- the continuation of the associations started at Camp. They have already set up times to meet with other Camp groups. ESAP is supporting this movement and has hopes that it will branch out into a community effort.

I also observed what might be termed sub-objectives emerging as products from this experiment. The inductive teaching methods used at Skylake were exploratory, exciting, involving, and motivating. Through "field activities" learning discoveries were made and discussed. The classroom was the entire campsite. Even the

"after lights out" bull sessions were a continuation of the days class experiences. All subjects seemed centered around the individual and his real feelings and interaction between these individuals. These young people were involved in the curriculum from the moment they got up until they went to sleep. It was interesting to observe how the pupils were never told how to feel or what to say. They were only guided into a discovery of their own truths. I can't imagine any child responding to his average school situation in this way. Many pupils find it difficult to keep interested for even an hour at a time. So I have to ask myself what will happen on September lst when these same children who have experienced teaching at its best and have found out that learning can be fun -- what will be their reaction to a closed classroom situation, lecture indoctrinated instructors, and an outdated school philosophy. The picture that comes to my mind is not one of peace and tranquility for the coming school year, but it needs to be faced. For years educators have preached more exploration and less exposition and they have made only a small impression toward better methods of teaching. Maybe these "kids" are the ones to force the change.

Another sub-objective from this project is the actual teaching procedures themselves. For teachers who are really interested in using the discovery learning approach, the Staff at Skylake are compiling some of the units taught and organizing them into a package form called performance modules. Teachers may use these as models in their own classroom situations.

In summary the ESAP Skylake Project appears to have tremendous potential in many different areas but expecially for studying the understanding of self and others. It is my opinion that this program should not just continue but be expanded throughout the State of Georgia and then nationwide.

SAMPLE OF FEEDBACK GIVEN TO STUDENTS AND TEACHERS RELATIVE TO A SURVEY MADE OF PROBLEMS EXISTING IN THEIR SCHOOL

INTER-DEPARTMENTAL CORRESPONDENCE

BOARD OF EDUCATION

CITY OF ATLANTA

To: Teachers and Students

From: Results of random survey made among students

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E S A A P
EEEEE SSSSS A A P

MEMORANDUM

The results of a recent survey among students at your school are contained in the following outline.

I. Conditions and Situations Contributing to Racial Unrest
   A. Administrative Teacher Pupil Relations
      1. Some teachers treat whites better than blacks.
      2. The teachers are too strict.
      3. Some of the teachers don't have respect for the students.
      4. Some teachers are prejudice.
      5. The principal seems to isolate himself from the problem and isn't willing to help.
      6. More blacks than whites get suspended because some of the teachers will send the blacks to the office and not the whites.
   B. Black Comments Concerning Whites.
      1. Most of the white people don't participate in any activity.
      2. Some whites think they are better than blacks.
      3. The blacks want more spirit (soul) in this school and the whites feel it is alright as it is.
   C. White Comments Concerning Blacks
      1. A lot of white parents have told their kids that black people are inferior to whites and rather than take the time to get to know these people they believe their parents.
      2. The major problem is with our parents (especially whites) who dislike the percentage of black students, this does not bother most white students though.
   D. General Statements about Race Relations
      1. Mixing--Still, during lunch, assemblies, etc., blacks and whites hesitate to sit together. But this probably is not because of race, but just who your friends are.
      2. Suspicion--When there is some little thing that happens a fight, etc.,someone tries to say it is racial.
      3. Teasing--Laughing at the other races' customs or habits. Mostly it is not even because of the race anyway.
      4. Students don't have any respect for the teachers.
      5. Blacks and whites are not getting along.
      6. There are whites moving out of the neighborhood because of black neighbors.
      7. The different ideas and rumors are causing friction in the school system.
      8. Many students seem to be almost afraid of students and teachers of any color other than their own. Many are conservative and do not want to accept anyone new.

INTER-DEPARTMENTAL CORRESPONDENCE

BOARD OF EDUCATION

CITY OF ATLANTA

To: Random Survey

From: Page 2

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MEMORANDUM

9. Blacks and whites seldom participate in extra curricular activities together and few really get to know each other.

II. Other School Conditions
   A. The school lunches need improvement.
   B. Hall passes shouldn't be used to go to the rest rooms.
   C. Pupil Transfers from other schools.
      1. Those students which did not want to be transferred here are not happy (which is obvious). How can anyone else be happy here either if they keep putting us down?
      2. The blending of students of different schools caused different groups and no school spirit.

Sample of One Day's Scheduling for One Group

CAMP SKY LAKE SCHEDULE

GROUP A

	A-1	A-2
	Chickadee	Whipperwill
	Snipes	Hawks
	Cardinal	Falcon
6:30 a.m.	Reveille	
7:00	Set tables	
7:30-8:30	Breakfast	
8:30 - 9:00	Clean up cabins	
9:15 - 10:15	Social Science	Science
10:30 - 11:30	Science	Social Science
11:45 - 12:45	Art	Swimming
1:00 - 2:00 p.m.	Lunch	Lunch
2:00 - 3:00	Rest and Recreation	Rest and Recreation
3:00 - 4:00	Swimming	Art
4:15 - 5:15	Gym	Outdoor Physical Education
5:15 - 5:45	Committee Meeting	
6:00 - 7:00	Dinner	Dinner
7:00 - 9:00	Activity	
9:05 - 9:25	Snack	
9:30 - 10:30	Program	
10:30	Return to Cabins (CURFEW)	

Sample Schedule of Night Time Activities
for Part of the Time at Camp Sky Lake

Saturday	7:30-10:30	Camp Out - Group A
	7:00-8:30	Softball, if rain volleyball - Group B
	8:30-9:30	Film: No Hiding Place - Group B
	9:30-10:30	Dance - Group B
Sunday	7:30-9:30	Film: Tick--Tick--Tick
	9:30-10:30	Dance
Monday	7:30-10:30	Camp Out - Group B
	7:30-8:30	Film: No Hiding Place - Group A
	8:30-10:30	Dance - Group A
Tuesday	7:30-9:00	Film: Black and White Uptight, I'm a Man
	9:00-10:30	Splash Party
Wednesday	7:30-10:30	Skits, Talent Show, Dance Contest
Thursday	7:30-10:30	Sky Lake Ball
	9:05-9:25	Snack Time
	10:30-	CURFEW

Sample Schedule for Parents on Weekend

Friday	7:30 p.m.	Arrival time at Camp Sky Lake. A snack awaits
	8:00 - 8:30	Basketball game (in progress) Group A - Group B girls
	8:30 - 9:30	Group A - Group B boys
	9:30 -	Corn boiling and informal mixing with students
	10:30	CURFEW
Saturday		
	7:00 a.m.	Reveille
	8:00	Breakfast
	9:15 - 12:45	Attend classes
	1:00 p.m.	Lunch
	1:45 - 2:50	Rest and relaxation
	3:00 - 6:00	Tour of camp swimming fishing canoeing recreational activities
	7:30 -	Film - "No Hiding Place"
	8:30	Rap session with parents about film.
	9:05 - 9:25	Snack time
	10:30	CURFEW

SOCIAL STUDIES DISCUSSION GROUP

LEADERSHIP SKILLS

IDENTIFICATION OF NEGATIVE LEADERSHIP TYPES

- ROLE PLAYING -

1. Agressor - attacks the group at the nature of its problems, deflates the feelings of others, "knocks" the values, acts, and feelings of others. (Example: You guys are doing a lousy job on a lousy idea).

2. Hostile know-it-all - struggle for status, brags, blames others, is openly hostile to group members, the group and ideas. (Example: I vote no! You guys don't got any good ideas.)

3. Dominant - tries to push himself off as a group leader through flattery, interruptions or by demanding attention -- "spouts off at the mouth" and constantly trie to lead group even against its goals.(Example: If you'd use my idea.)

4. Blocked - stubborn, uncooperative, a real pain! -- interferes with group progress by rejecting ideas and arguing. (Example: Not only is that a bad idea, I don't think that it will work.)

5. Recognition seeker - exaggerated attempt to get attention by boasting or claiming long experience or great accomplishments. Struggles against being inferior. (Example: I am the greatest! Hear me out.)

6. Fun expert - is not involved in the group and doesn't want to be, sarcastic, horseplay, childish and distracting. (Example: Bring on the dancing girls.)

SOCIAL STUDIES DISCUSSION GROUP

"NANOOK OF THE NORTH" 53 minutes Black and White film

Synopsis: An anthropology film which focuses on the way of life of an Eskimo, Nanook, and his family and their struggle for existence at the North Pole. Emphasis is placed on the methods used to acquire the basic necessities of food, shelter, and clothing. Nanook is shown hunting, fishing, building igloos, and educating his children. This film was used to help pupils understand the way a man's environment shapes his customs and belief and to recognize the qualities in human beings that make them all kin.

Questions for Discussion:

1. What was your initial impression of Nanook and his way of life?
2. Did this initial impression change after seeing the whole film?
3. Do you think you could survive in that climate? Why not?
4. Could the Eskimo survive in our climate? Why not?
5. What things did the Eskimo do that seem strange to you? What things do we do that would seem equally strange to the Eskimo?
6. Would you say that our culture and way of life is better than theirs? How do you judge people who have a different life style from ours?
7. Did you find yourself using your values and way of life to judge the way Nanook and his family lived?
8. Do we try to change the culture of those people who live differently from us? Why? Should we?
9. What do you think of the Eskimos educational system?
10. Do you think people who have common problems tend to work more closely together?
11. What things make you and Nanook very similar?

SOCIAL STUDIES DISCUSSION GROUP

"NO HIDING PLACE" 51 minutes Black and White film

Synopsis: An outstanding drama from the "East Side/West Side" TV series, "NO HIDING PLACE" is a provocative drama of a Negro family which has moved into an all-white Northern suburban community, and the panic and hostility it engenders from the neighborhood. The film exposes the unscrupulous "Block-busters," real estate agents who urge white home owners to "sell now before the value of your house goes down." A housewife, herself a white Southerner, strikes a note of courage as she urges her husband to stand fast when some of her neighbors are panicked into selling their homes.

Questions for Discussion:

1. What kind of neighborhood was this? Is the social and economic class of the neighborhood important in this type of situation?
2. Were the backgrounds of the black and the white families very similar or very different?
3. How did the black family feel at first about their white neighbors? Did they change? Why?
4. How did the whites react toward the black family? Why did they feel this way?
5. If whites had moved into an all black neighborhood, how would they have reacted to each other?
6. Why was one black family acceptable, but the other was not? Is this a kind of prejudice? If Mr. Adams had been white, would he have been accepted? Why or why not?
7. Why do you think real estate men start coming around when blacks move into an all white neighborhood?
8. Who actually benefits and loses from block-busting?
9. How can block-busting be stopped?
10. What would you have done if you were placed in this same situation? Why?

SOCIAL STUDIES DISCUSSION GROUP

"NO MAN IS AN ISLAND" 25 minutes Black and White film

Synopsis: In this film, two young men, Paul, who is white, and George, who is black, plan their first reunion since meeting and becoming friends in the Army. Problems arise due to the prejudice of Paul's girlfriend and family and of the people in Paul's hometown where the reunion takes place. The strains put upon Paul's and George's friendship by the hostility of the community is studied. No solution to the problem of how to deal with the prejudice of the community is shown in the film. This leaves an opening for student discussion of how they would have reacted if placed in the same situation.

Questions for Discussion:

1. Why is the film entitled "No Man Is an Island"? What does that expression mean and how does it apply to this situation?
2. Why do you think Paul and George became friends in the first place?
3. Should Paul have been afraid at George's arrival? Were Paul's father's fears justified? How is fear in prejudice and racism?
4. Does a change in setting usually change a relationship? Should it? Why does it?
5. Should Paul and George have gone against the whole town?
6. Was George wrong for not pushing in where he was not wanted?
7. How do you think you would have reacted if you were placed in this same situation?

SOCIAL STUDIES DISCUSSION GROUP

Forced Choice

1. Pass out blank forced choice grids.

2. Call out the following list and have pupils place each item on the grid as you call it out.

3. List:

   If you have the power to change one thing at a time in your school, in what order would you change the following things:

   School Spirit
   Teacher Participation in Activities
   Relationship of Teachers With Pupils
   Rules and Discipline
   Principal
   Sports
   Courses Offered
   Clubs and Other Student Organizations
   Relationship of Parents With Teachers

   Please allow pupils to erase and change choices if necessary.

4. Make up composite score for whole group and discuss reasons pupils placed things in various categories. Stress reasons why differences of opinion occur.

EXAMPLE OF A COMPLETED FORCED CHOICE GRID

Composite Score Sheet	1	2	3	4	5	6	7	8	9
School Spirit	0	0	0	1	0	1	0	2	7
Teacher Participation	1	1	3	2	1	1	1	1	1
Teacher-Student Relationship	0	1	4	2	2	1	2	0	0
Rules and Discipline	0	1	0	3	2	2	2	2	0
Principal	8	0	1	0	1	1	0	1	0
Sport	1	0	0	0	1	1	4	2	3
Courses Offered	0	0	1	4	3	1	2	1	0
Clubs and Other Student Organizations	0	4	1	1	0	4	0	2	0
Parent-Teacher Relationship	2	5	4	0	1	0	0	0	0

Simulation Game

GENERATION GAP GAME

1. Introduction of game to pupils and parents.
2. Break into groups of six.
3. Explain game-practice round -- 15 minutes.
4. Pair pupils and allow each to plan strategy - 5 minutes.
5. Play two rounds -- tables switch cards after each round--30 minutes.
6. Discussion--20 minutes.
   a. Announce winning teen and winning parent and have them discuss their strategy.
   b. Would this be a good strategy to use in a real life situation? Why or why not?
   c. Does the game show the family situation as it really is?
   d. Which role is most difficult to play? Why or why not?
   e. What is the result of a teenager always disobeying his parents? Who is hurt most--the parent or the teen?
   f. Do you think there are any similarities between parent-teenager problems and black-white problems?
   g. How can parents and teens best get along with each other?
7. Change partners and play third round--10 to 15 minutes.

Speech made by David McIntosh*
at Camp Sky Lake
July 15, 1971

Attention! Attention! SWAP is now in control! All power to the people! Who?! - What is SWAP?! SWAP is the Students Working Against Prejudice, a united organization of both Blacks and Whites.

Those of you who have been subjected to the blindness of prejudice which has divided the human race and who tonight at this very moment wish to see brotherhood and freedom forever echo from every mountainside, let us come together. Whether it be the Rockies of Nevada, Stone Mountain of East Georgia, the colossal Alleghenies of Pennsylvania, or even the Blue Ridge Mountains of Camp Sky Lake, let us one and all, Black and White, Blue and Green, allow an undivided brotherhood and freedom eternally to echo for the benefit of mankind. Let us come together! Let us come together without the crippling doubts of prejudice, but the blessed assurance of an unfaltering brotherhood!

SWAP - the Students Working Against Prejudice, has become sick and tired of the age-old stereotypes labeled against Black people which has frustrated their development. Right On! Although, we do allow room to say that there are still some John Browns. Students Working Against Prejudice demand that every man be accredited a man. Right On! SWAP realizes the senselessness in much ideas as all Black people smell; anyone who doesn't bathe smells, and there are many blacks who bathe. The idea that all Black people are lazy has become obscene. For Black people have been some of our greatest comic producers. Some of America'a greatest producers; for the very spot the American Capitol stands, a Black man designed - namely Benjamin Banneker.

*This speech was written and delivered by a pupil during a "coup d'ētat" at Camp Sky Lake.

There are basically four types of blood, and out of these types of blood Blacks and Whites share them together. Yes all of us whatever our skin color is, have blood running warm in our veins similar to some individuals of a race different from our own. This is only fact.

Now let each one of us strive to combat the undermining prejudices which like malignant cancers have eaten away the vital organs of the body of the human race. Yes, prejudice is senseless. It always endeavors to know no compromise. Yes it takes more intelligence to be factual and understanding than to be prejudice. Right On! Right On! Let Brotherhood Flourish! Let Prejudice Die! Let Racial Hate Cease!

A great man once said, "Men often hate each other, because they fear each other. They fear each other because they do not know each other. They do not know each other because they cannot communicate. They cannot communicate because they are separated." So let us come together and be one for all and all for one. (NOTE: Speaker now calls for audience to stand.)

Those of you who are for the equality of all mankind stand up! Stand up! (NOTE: Give audience time to respond.) When audience has stood speaker proceeds.) Stand up and be counted! (NOTE: Clincher sentence.) The great decision you have made tonight, may eventually change the fate of mankind!

THE THINGS I ASK OF MY SCHOOL

Most glorious school, cheat not on me,
For I place my trust and faith in thee.
Lead me not into the streets to go astray,
But prepare me for tomorrow and the world of today.

Give me not the best teachers in the land,
But ones who can mold me into a better man.
Give me not the teachers who are just playing the part,
But those who teach from within the heart.

Give me not teachers who are blind and can see,
For they are blind with discrimination towards you and me.
Give me not teachers who are weak and wrong,
But ones whose desire to teach reaches out, far and beyond.

If I can get all these things from you, my school,
Then life will become my workshop, and knowledge my tool.
I shall return and remember how it used to be,
When I placed my trust and faith in thee.

By: Willie Griffin, former student
from Murphy High School now
attending Ohio University